

Re-connection, Recovery and Resilience- A Return to School



Re-Connecting

As social beings, the capacity to form and maintain relationships is essential to us and how we function within society. It is a key component to being mentally healthy, and having a positive sense of wellbeing.

Teaching is a relationship-based profession.

We all need a holistic recovery; some may need a focussed recovery programme, personalised to their needs; others may need a deeper and longer lasting recovery period, enabling a fuller exploration of the severity of their TRAUMA and emergent ATTACHMENT issues.

We need to plan for activities that provide the space for recovery and the re-emergence of relationships at all levels. It will be important therefore, to focus on WELLBEING to secure positive development of the pupils' in our care.

Based on the Recovery curriculum written by Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, and Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire

The recovery curriculum puts forward 5 levers to support pupils to reconnection to school the first two (see below) have been used in the creation of this curriculum plan:

Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

The following curriculum plan makes links to the health and wellbeing AOLE

In particular the 'What Matters Statement 5 'Healthy relationships are fundamental to our well-being'

This Area can help learners:

- *Understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health well-being.*
- *Learners need to recognise when relationships are unhealthy and need to be aware of how to keep safe, and seek support for themselves and others.*
- *Learners will be encouraged to understand that, throughout their lives, they will experience a range of relationships. They will also be encouraged to develop their abilities to form, nurture and maintain relationships.*
- *As a result, they will see how healthy relationships are vital for a healthy body and mind, allowing us to thrive*

The plan also makes links to the 'What matters Statement 1 Developing physical health and well-being has lifelong benefits.

This Area can help learners to understand:

- *The factors that affect physical health and well-being. This includes health-promoting behaviours such as physical activity, including but not limited to sport; balanced diet; personal care and hygiene; sleep; and protection from infection. It also includes an understanding of health-harming behaviours.*
- *From this understanding, learners can develop positive, informed behaviours that encourage them both to care for and respect themselves and others. These behaviours support learners' sense of self-worth, their overall mood and energy levels.*
- *Learners will be encouraged to develop the confidence, motivation, physical competence, knowledge and understanding that can help them lead healthy and active lifestyles which promote good physical health and well-being.*